# Faculty convenes for first meeting

The first faculty meeting of the year was held on Monday, September 10, in the Munroe Faculty Lounge. Matters brought before the faculty included: accreditation of transfers and junior year abroad programs; the Faculty Council Report; the Report of the Special Committee on the College; and overadmission.

Professor Huber (German) spoke against a portion of the Administration Committee Report which referred to credit granted students who had participated in the Beaver College program in Austria.

Huber averred that there had been many negative reports about this and other programs operated abroad by Beaver College, and that Middlebury should withold credit for students taking part in their programs. His objections were lodged in vain, as the adoption of the Administration Committee Report was already a fait accompli.

After brief discussion, Dean O'Brien stated that in the future whereas equal credit would be given for all work at any recognized four-year college granting A.B. degrees, he would retain discretionary power over credit for work done in B.S. degrees, as these might not be liberal arts programs.

Professor Rockefeller (Religion) presented the minutes of the Faculty Council meeting of May 15. He reported that the members had decided to give "special attention and support" to the hiring of women and minority group faculty. He further stated that a decision on a request for a Faculty Council opinion about student membership on the Teaching Resources and Budget Operations Committees had been deferred, pending possible modification of the academic governance structure of the College.

President Armstrong asked the Senior Faculty Council to give more attention to the problems of non-tenured faculty appointments to committees, especially by asking those faculty members for their opinions.

Professor Peterson (Mathematics), representing the Spcial Committee on the College, announced that discussion of the Committee's report would be tabled for one month, allowing interested groups to meet with the Special Committee to discuss recommendations, as well as permitting faculty members to debate among themselves before voting on this crucial proposal. The October 1 faculty meeting, he hoped, would be held informally, offering the opportunity for open discussion.

As President Armstrong began to move the meeting's attention to another issue, a Student Forum member rose to ask Prof. Peterson if the further ammendments and clarification he expected to be made before October 1 would necessitate meetings of the Special Committee by itself. Professor Peterson replied in the affirmative, and the student then asked if there were still a student member of that committee. "No," Peterson said.

President Armstrong reminded the faculty that Laura Reinertsen, the only student on the Committee, had graduated in 1973. Replied the student, "I'm aware

continued on p. 12

# 1936 enrolled: crunch results

By GREGORY DENNIS

Caught in the middle of a 1973-74 back-to-school and back-to-the-land rush, Middlebury finds itself facing a problem of overcrowding in unprecedented proportions The most recent count available at this writing shows 1936 students at Middlebury this semester.

For the class of 1974, who can remember the difficulties arising from the increase in enrolment from 1600 to 1800 two years ago, the problem is not a new one. But the present overload of 136 students is particularly noticeable in a college whose enrollment was only 1200 a decade ago, and whose president has made repeated declarations that 1800 was the maximum for the forseeable future.

In a letter to students this summer, Dean Erica Wonnacott apologized for the overcrowding and for the fact that lounges would have to be used as rooms. In a recent interview, she explained in greater detail how the crunch came about.

In admitting freshmen for the following year, she explained, "the best thing we have to go on is experience. Based on the number of people we expect to return or drop out, Dean O'Brien and I arrive independently at the number of freshmen we can admit.

"As it happened this year, our calculations were very close together. Neither one of us expected that so many people would decide they wanted to return this year."

continued on p. 9

the MIDDLEBURY CAMPUS

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# Students, administrators, faculty gather at Bread Loaf

By CHARLES LENNON

An interesting encounter occurred last Saturday between members of the Student Forum, the Administration, and the Faculty of the College. The meeting, which took the form of a retreat at the Bread Loaf campus, was organized by Dean O'Brien, Acting Dean of the Faculty and Dean of the College.

The purpose of the retreat was to attempt to break down the barriers of misunderstanding which prevent the closer alliance of students and faculty/administration. The goal of mutual conciliation was sought by basing the initial discussion on a questionnaire which Dean O'Brien had previously circulated among those in attendance.

### Group Therapy

The questionnaire dealt with reciprocal misunderstandings between the groups and flaws within each group. Dean O'Brien began the "group therapy" session, as it was billed, by detailing the most frequent answers to the question, "In what way do you think that faculty/administration/staff (separately or collectively) fail to understand students?"

Among those students responding, common replies were that the faculty failed to understand the total academic and social demands put on students, and that the faculty, administration, and staff generally underestimated students, and tended to be condescending toward them. This was felt to be most apparent in the College's lack of concern regarding student participation in College governance.

Student Forum members also mentioned in the questionnaire that faculty members often do not realize that students would like to have contact with them outside of class and be able to know them as persons, not just as teachers. A few questionnaires revealed that the faculty did not put enough pressure on students and that some students are not offered enough direction in their education.

Faculty and administration members answering the same question about how their groups failed to understand students wrote that they failed to take students seriously enough, disregrading students' problems and opinions.

Others characterized their colleagues as too set in their ways and too distant from students. They felt that some faculty tended to try to apply lessons from their own youth to this generation, without real success. It was mentioned that some faculty and administration view students as being more radically inclined than they actually are.

### Student Participation in Governance

The ensuing discussion centered on the question of the value of student participation in academic governance. It was stated that the student perspective was essential in formulating policies which bear on them.

Dean O'Brien then posed the question of how to judge whether or not one's perspective has been seriously considered, even if one's opinion has been rejected. To allow students a measure of power in the governance of the college was a suggested solution to the specific problem of how the faculty and administration can show students that their opinions are valued.

In discussing the aloofness from students that faculty members apparently maintain, it was brought out that faculty members often have a small circle of students as friends. It was suggested that they seem aloof because they assume that all students have their own faculty friends. It was agreed that the present structure leaves it up to individual students to take the initiative in opening up relationships with their teachers. To devise a structural solution to the problem (making friends) was admitted to be quite difficult.

### Naive Perspective

The second question on Dean O'Brien's questionnaire read "In what way do you think students fail to understand faculty/administration/staff (separately or collectively)?"

Answers from students included the need to recognize that faculty have their own lives outside of class, which involve family responsibilities, multiple pressures and much work.

The faculty and administration respondents felt that students did not see the College as an on-going institution, and view it initially from too naive a perspective. They expect too much from the whole college and when they are disappointed, they become too cynical.

During the discussion, it was emphasized by a faculty member that students do not realize how difficult it is to teach a class, and how apprehensive some faculty members really are.

Some interesting answers resulted from the third question, "What aspects of the student body appear to you least attractive, least in keeping with your view of a college or Middlebury in particular?"

Student Forum members responded by noting that the student body is too unacademically oriented, too unmotivated, lacks intellectual curiosity, and is too homogeneous.

Also, some wrote that students are spoiled, apathetic, self-satisfied, and lack interest in the community. A few expressed the opinion that students are too wrapped up with academics, not interested in appearance and dress, and are too individualistic.

Faculty and administration members who answered the same question on the least attractive aspect of the student body were most distressed by students' destruction of college property, stealing,

continued on p. 12

# Fraternities : A viable alternative??

By MARCY LARMON

The Midd Summer News, a publication sent to students during the summer to notify them of changing regulations and policies of the college, largely dealt this year with the issue of fraternities.

In a letter from President Armstrong and a statement from Dean of the College, Dennis O'Brien, it was stated that in the opinion of the administration "the present fraternity system can no longer be continued."

Dean O'Brien has suggested meetings with the Community Council, the Student Forum, the Interfraternity Council, and other concerned groups to discuss the problem. The solution he offers is for the College to assume full control of the present fraternity facilities and property.

Because this proposal directly affects a number of Middlebury students who are present members of fraternities and will, at least indirectly, affect them all, the Campus wishes to present as fairly as possible opinions concerning the proposal, and fraternities in general. Articles will appear on the subject of fraternities as long as discussions are being held.

### The Lighter Side of College Life

A large segment of the College community seems to feel that because they do not belong to fraternities and have made no plans to join one, the question of whether or not frats continue to exist does not concern them.

Actually, this is only partially true, because it is unquestionable that the frats have played a role in social life at Middlebury. Moreover, if the college did absorb them, one choice of living arrangements would be removed and possibly a new type offered.

Why do people select to live in frats now? Craig Ward, of Sigma Epsilon, admitted that he paid more, but that he also received more "in quality".

"I can do what I want to with my room, choose who I want to live with. The entire house is a unit that governs itself, has its own parties, takes care of its own heating and electricity."

Most frat members agreed. Two Chi Psi'ers emphasized that although it may be true that fraternities themselves are no longer selective, this wasn't a sign of lack of desire among the students for independent, selective housing.

Members now select into the group most suitable to them, as shown by the nature of the different houses — skiers in one, football players in another, and so on.

Alan Benjamin, who was a social member of Chi Psi last year, agreed that there was a need for fraternities if only to offer students some choice in their life style at Middlebury.

"Frats offer a lighter side of college life," said one member. "The general Midd atmosphere is too serious — the frats are the only release you can find."

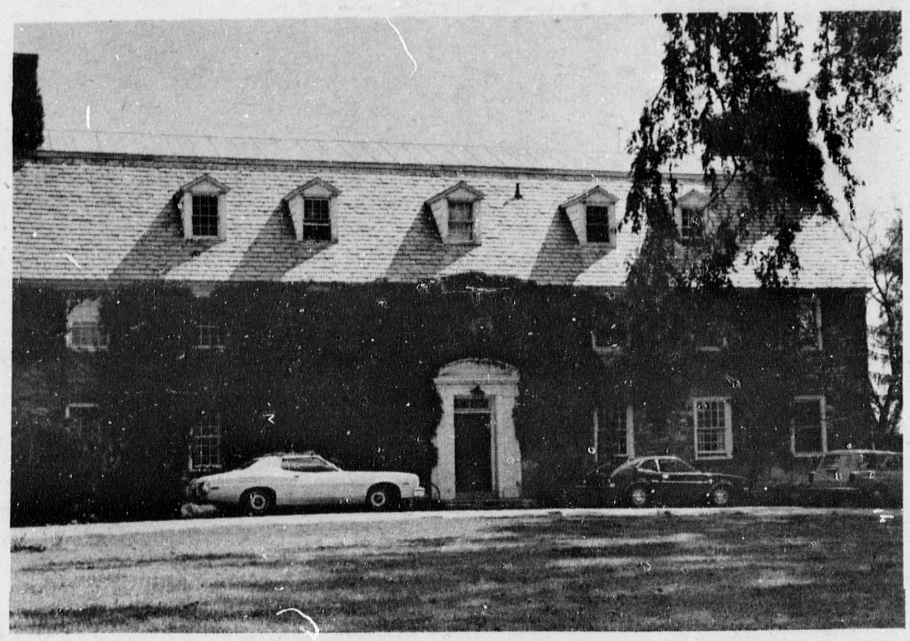
"It's a way to get to know people better, it's more comfortable — like a small community," said one girl. "Yet I don't feel terribly isolated."

### Proposal too Drastic

What is the reaction to the College's proposal? "I'll believe it when I see it," said one member. "It makes me mad!" said a girl from Chi Psi. Another stated, "The Deans have been out to get the frats for a long time. Things like the demo derby have given us a bad image."

"A little misguided," said Bill Tracy, DU. "The arguments they're using to say we're dying are the ones we're using to say we're alive. Sure we're no longer 'all male elitist selective groups.' That's good. We're open to anyone who wants to join."

It's undeniable that interest in joining fraternities has died down, but the general feeling among members was that this is not a sufficient reason for a take-over.



Bill Tracy feels that it hasn't been a serious decline. Dave Lantz, President of Sig Ep, thinks that some change is necessary, but feels that the proposal is too drastic.

"We had a large rush last year, so we aren't in big financial difficulties." However, he admitted that communication and cooperation between the frats and the administration have been poor.

### A Down and Out Fight

For most freshmen, — the future members of frats if they continue to exist, — it's too early to have strong feelings about the problem.

Doug Bond liked having the choice available but didn't feel it was essential. Still, he questioned the right of the College to interfere with frats.

Wanda Patterson and Sheila Person agreed that having the option to join if you chose to do so was nice, and that the purpose of frats was to be independent. Wanda did feel, however, that in the case of a housing shortage, perhaps the College's move would be justified.

It will probably be a while before a definite change is made. Dave Lantz doubts anything final will be done this year.

Most members pointed out that the Alumni Associations and Trustees who actually own the property will not give in easily to the proposal. Craig remarked that they had refused before.

One member mentioned that the College may resort to cutting off rebates, thereby making fraternity living financially difficult, but this seems doubtful.

The Dean's statement said that if nothing was done the frats would gradually die out themselves. Members seem to disagree. A girl in Chi Psi remarked that she hoped it could be resolved without a 'down and out fight'. But already the camps seem to be arming themselves.

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the middlebury campus

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# Route Seven OR Super Seven

By TOM PLUMB

Those concrete jungles that you ran away from in the city are right behind you. Route 7 is in danger of becoming "Super 7," an interstate type highway starting in Connecticut, passing through Massachusetts, and ending either in Burlington or Bethel.

The town of Bennington, in the southern part of the state, was told at public hearings that a 2 lane Rte. 7 bypass was going to be built which would improve on the existing road and aid intown traffic congestion.

However, the town didn't get 2 lanes or a bypass. Bennington is presently a victim of the phantom highway, an interstate type highway.

Connecticut, Massachusetts, and Vermont have been building stretches of highway in a piecemeal manner along the Rte. 7 corridor. It is feared that this new construction will induce traffic and create additional "need" for additional construction.

Bennington is in the middle of being subjected to one of these piecemeal sections and now has a $15 million, 140 acre, 4 lane interchange just outside of town.

The State Highway Department had sold the town on the idea of a bypass to alleviate intown congestion. What has resulted is an interstate highway that increased the town's problems.

Passing by an elementary school and a new playing field, this highway will cut the area in two, forcing the fire station on one side to send its engines miles out of their way to get to a fire on the other side.

The interchange will connect the 4-lane Rtes. 4 and 9 with a new 4-lane Rte 7. Road plans in Massachusetts and Connecticut indicate that a 4-lane Rte. 7 is headed for Vermont, and the Bennington constructions provide further proof that it's coming Middlebury's way.

Last July, permission was given to continue construction of the proposed Rte. 7 after a previous injunction was handed down more than two years ago on the section between Bennington and Manchester by a U.S. Circuit Court Judge.

The Court served the injunction on the grounds that a new environmental impact statement on the proposed Rte. 7 must be prepared by the Federal Highway Administration to replace the original statement made by the State Highway Department last year. He also required a tri-state impact statement on the whole Rte. 7 corridor within 6 months of the Vermont statement. The present status is still unknown because appeals are still in the courts.

This stretch of road was to be a 2-lane highway on a 4-lane right-of-way. This necessitated a further decision regarding the preparation of a new impact statement on any additional lanes that might be "required".

Two attitudes seem to be in conflict. Joseph Caracciola of the House Highway Commission "just can't see wasting all that money already spent on the project. If people could have stopped Rte. 7 at the beginning, okay, but to spend millions on it and then say 'whoa', I don't think the

continued on p. 3

# Kirkpatrick Sale on Watergate

In the first of a series of lectures, films and workshops seeking to offer Middlebury students a radical perspective on current political issues, the Radical Education-Action Project (REAP) is sponsoring a talk by author and political journalist Kirkpatrick Sale on "The World Behind Watergate."

Sale has been a journalist for some fifteen years, and has taught at the University of Ghana and written a history of that country. His articles have appeared in numerous journals, including the **New York Review of Books**, **The Atlantic Monthly**, and **The New Republic**.

Sale is perhaps best known for his exhaustive and definitive study of the American student left of the 60's, entitled **SDS**. The book, published recently by Random House, was the product of three years of research and has been acclaimed by critics of all political persuasions.

His most recent writing appeared in the **New York Review of Books**, under the title of "Watergate and the Southern Rim Conspiracy" which is the subject he has been investigating for the past year.

In this article, Sale puts forth the thesis that the Nixon Administration has sought to replace the Eastern Establishment figures who customarily dominate top government positions with men from the "southern rim" of California and the Southwest.

Sales maintains that Wall Street bankers and the aristocratic, moneyed elite were nearly usurped by a batch of young lawyers and ad agency executives from the "new money" regions of the nation. Unschooled in the subtle manipulation of power, their indiscretions were crude enough to come to national prominence in what is known as "Watergate".

In the same article, Sale also details the connections of Bebe Rebozo and other Nixon associates to Mafia figures. His talk promises to be an interesting and informative one, and it is hoped that an informal discussion will follow.

# emergency food shelf

For the next two weeks, the Addison County Community Action Group, in coordination with the local OEO, will man a table in Proctor Hall to collect money, canned goods, and food coupons for the Emergency Food Shelf (EFS).

Supplies from the Emergency Food Shelf are made available to any Addison County low-income resident or family needing food and/or money on a temporary basis. Those experiencing such crises as eviction, loss of job, accidents or illness involving large medical bills, or other unexpected expenses are eligible for help from the EFS.

Aid from the EFS is necessitated by a recent action taken by the Vermont Department of Social Welfare, the so-called "30-day rule." It stipulates that no aid be given to low-income individuals for a period of thirty days after the last day on which some form of income was received, provided that the amount of income was above a certain predetermined level.

Such a procedure poses a serious problem for poor families, already living very marginally, whose daily expenses use up most of their income. They possess no savings upon which to draw in case of emergency. Medical bills, transportation expenses and repair bills must often come out of funds for food, clothing, fuel and rent.

The result of the Department's action has been an increase in the number of families seeking assistance from the EFS, from one family every three weeks to one or more each week. A total of $420 and 1000 cans of food have been distributed to 156 families to date. No one has been refused but the supplies are being rapidly depleted.

Contributions may be made at the Proctor table, at the OEO office in the basement of the Municipal Building, or at Room 5 in Hillcrest dormitory.

# route 7 . . .

continued from p. 2

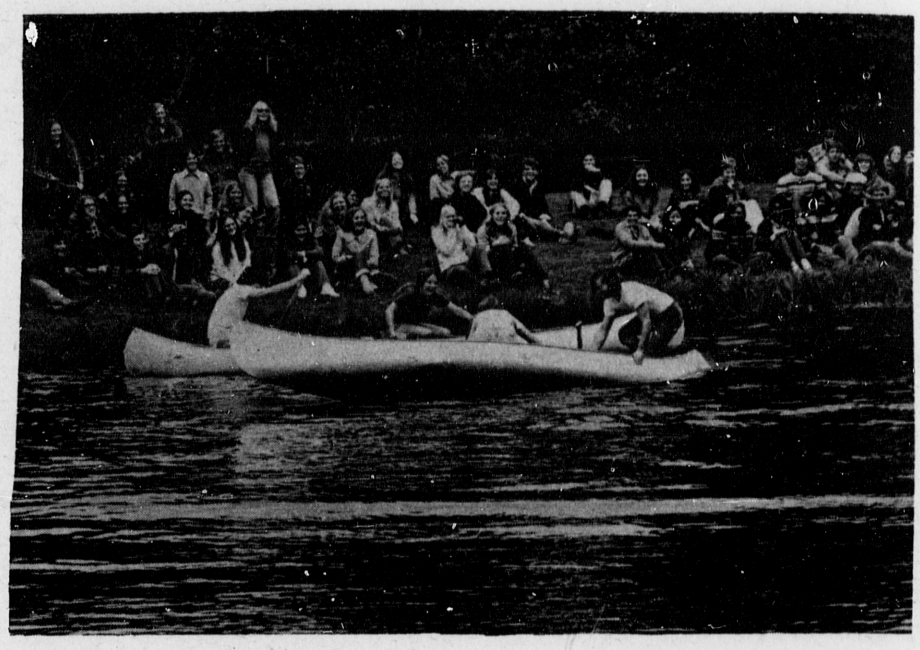
average taxpayer can afford it."

Of a conflicting opinion are the environmentalists, who feel "it is far more consistent with the purpose of the Act (NEPA) to delay operation at a stage where real environmental protection may come about than at a stage where corrective action may be so costly as to be impossible" (**Bennington Banner**, 7/30/73).

The choice is still ours. If we work hard enough there is a chance "Super 7" can be stopped. If this interstate is built, not only will more cars be attracted to Vermont, development encouraged, and Vermont's lifestyle and environment disrupted, but the return of rail passenger service to the western side of the state will never occur.

$15 million is being spent on this Bennington interchange, in comparison with the estimate that it would only cost $3 million to upgrade the entire rail bed from Pittsfield to N.Y.C. Railroad tracks which run down the west side of Vermont are in fine condition and would even cost less per mile to upgrade.

At any rate, one must question the wisdom of building an interstate when we are in the middle of a fuel shortage. Repairs to Rte. 7, construction of 2-lane bypasses, and rail passenger service are sensible alternatives.



# Sam Love: the strength of the survival instinct

Coordinator Sam Love, Editor of **Ecotage**, spoke Tuesday evening, September 11, on the goals and direction of the national political lobby of Environmental Action.

A long-time supporter of Middlebury's on-campus organization, Environmental Quality, Mr. Love returned to the College to gegin the EQ lecture series for the second time in as many years.

Mr. Love explained his position in leading "The Struggle to Create the Future." The assurance of a livable environment is dependent on the widespread acceptance of two important ecological, or natural, systems.

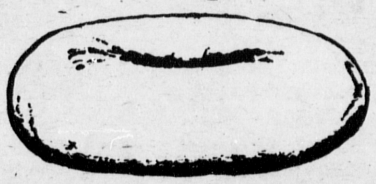
Firstly, progress must be re-defined as enforcing limits to growth, instead of pushing expansion. Secondly, Love sees a movement away from competition to cooperation as an important trend of this decade.

User-controlled, non-profit co-ops were originally formed in the early 30's. And now, in a time when too few have too much, the move toward decentralization is being patterned after the structure of the natural system: a community is most stable, most difficult to topple, when it is most diversified.

Mr. Love is first to admit that environmentalists do not have the money to contest the Corporate Monster on its private stomping grounds of television and advertising. It is the responsibility of each person to limit his or her intake of resources and to take part in social efforts which develop an individual's environmental consciousness.

It is a struggle to change directions in midstream, but Love is firm in his belief that we "will succeed because we have to. Besides, we have the strength of the survival instinct on our side."


**Bakery Lane Food Shop**



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CIRCVS


the middlebury campus

the CAMPUS urges everyone, particularly freshmen, to read the report of the special committee on the college

the middlebury campus

# editorial

## a progressive advantage?

The Special Committee's plan for reconstituting the curriculum certainly warrants extensive comment. We would like to make our contribution by beginning with the issue of whether or not it is progressive.

Middlebury College has been standing quietly for 173 years. During that time a controversy has arisen nationally between professional educators, scholars and teachers, in deciding what the proper composition of a liberal arts curriculum should be. There was a time when a college education was limited solely to the study of the Greek and Roman Classics and pure mathematics. This supposedly endowed the individual with the requisite balance of theoretical content and mental discipline. The natural and social sciences were shunned as being too practically oriented.

In the last century, college and university curricula have been successively liberalized to include modern languages and literature, and the sciences. At each step along the way, the controversy has been waged by the traditionalists who have resisted relevancy in teaching, and the progressives, who have sought to prepare students for careers, and for dealing with contemporary social problems. The progressive tide accompanied a general decline in required courses of study.

The Middlebury student of the early '20's was allowed a fair number of electives when choosing courses, but the stress was placed clearly on concerted personal application to studies and attention to religion, to form a solid moral character. Today we have no required distribution courses, much less organized religion, and the continuing problem of how the student should be best equipped to meet society's demands.

The Special Committee's answer is somewhat regressive in their staunch but sensible affirmation of the value of the traditional disciplines. Their rough division of the departments recalls the old conflict between the humanities and the sciences in a liberal arts curriculum.

But the Report is also rather pleasantly progressive in seeking a means of preparing students to cope with the real world. The Report mandates that students take two concentrations, groups of five to seven courses which will emphasize the methodology of the academic discipline. The purpose of this is actually somewhat utilitarian, in that it is hoped to benefit the student by training his or her mind. In Dean Turner's words:

"If you can get out of here knowing that there are different modes of thinking, different intellectual strategies that you can apply to problems, you are probably going to be all right."

We feel that a definite question exists as to how utilitarian the proposed curriculum changes are realistically going to be. Upon what did the Special Committee base their assumption that directly instructing students in "modes of thought" is going to give them a real advantage?

We cannot help having misgivings about the Report, because such assumptions have not been and cannot be clearly backed up. If the Special Committee's curriculum recommendations are accepted by the faculty, it should be done only with the understanding that the program is experimental. Provisions for a formal review of its successes and failures should be included when it is sent to the faculty in November.

c.l.

## treading a fine line

The Report of the Special Committee on the College raises immediate practical questions as to how the College will be able to adapt to shifting enrollments, departmental under-staffing, the necessity of offering new courses of a more philosophical nature in all disciplines, etc. Yet, however serious these questions, we feel it is our responsibility to consider the basic change in educational philosophy which is at the heart of the Report before we dwell on these important, but secondary, practical considerations.

The Committee states that "we would stress different ways of thinking rather than coverage of traditional subject matters, "interpreting the college years as a "time when one **learns to learn** in preparation for coping with the many practical problems and moral decisions which arise later in life." Although the Committee reaffirms the "traditional responsibilities of a liberal arts college," there can be no question that it has chosen to alter Middlebury's present emphasis on gaining a broad knowledge of a particular subject. The Committee, at least as is reflected in its Report, wishes to stress the **methodology** of a discipline, as opposed to knowledge of its **content**.

We live in a technological age which demands a "systems" method of thinking—an ability to integrate the content and thought processes of many diverse subjects. In order to achieve a perspective which will allow us to understand (and protect ourselves from) the impact of technology, we need proficiency in both a scientific method of thought, that we might understand the technical aspects of discovery, and in a more subjective method of thought, which can train us to be more sensitive to subtle human considerations. The Committee is to be praised for its attempts to implement a system which will develop these two methods of thinking in students.

One must ask, however, if the proposed system of two major divisions and two required concentrations will fulfill the goals of the Committee. The divisions are presently far too arbitrary to ensure the development of two distinct methods of thought. Ideally, a student might choose to fulfill concentrations in English and biology, for example. Under the present proposal however, it would be possible to elect to do concentrations in both history and political science, disciplines whose methodologies are not quite so distinct, and still fulfill the requirement.

The larger question is still one of value judgement. Is it of greater worth to understand the methodology of a discipline than to have a broad knowledge of a particular subject? Given the fact that one retains little concrete knowledge of a subject over time, but does maintain a sense of how the discipline is approached, perhaps the Committee's recommendation is justified. We are a society which is overrun by specialists, but sorely lacking in people of vision.

Middlebury now requires majors, stressing content. The Committee recommends the requirement of concentrations, stressing methodology. Presumably, these requirements are not mutually exclusive; a serious major most certainly understands the methodology of his subject, and under the proposed system an Advanced Major will allow a student to go beyond a concentration and develop considerable proficiency within a body of knowledge.

The Committee is treading a fine line. Middlebury's curricular requirements reflect its educational philosophy; thus, a stress on methodology demands at the very least the initiation of new courses dealing with the philosophy and purpose of the various disciplines, and careful consideration of the make-up of concentrations, which should not be oriented toward the fulfillment of a major. Essential also is an overall perspective which views students as people who must be prepared to face a constantly changing world with intelligence and sensitivit, , not necessarily as candidates for graduate school.

The demands of the Committee are great. Middlebury cannot simply reshuffle the present course offerings; it must change the content and emphasis of its courses to fulfill new goals. Otherwise it will graduate men and women who have a limited knowledge of everything, and a meaningful perspective on mothing.

s.h.

# NIETZSCHE: Modern Criticism

**Nietzshe: A Collection of Critical Essays.** Edited by Robert Solomon. Anchor Books, 1973. 391 pages, 21 essays. $2.50.

**Reviewed by JEFF WIEAND**

Friedrich Nietzsche is one of those thinkers who are traditionally misunderstood. The force behind this misunderstanding is usually attributed to the Nazis and to a good deal of bad scholarship, but it seems equally necessary to put at least part of the blame on Nietzsche himself.

For one thing, Nietzsche never worked out a system; he said more than once that he did not care for philosophical "systems." But Nietzsche did think that he had discovered some very important things, and if he was right about that, these things were bound to have implications for all areas of human experience.

Walter Kaufmann, both in his **Critique of Religion and Philosophy** and in his **Nietzsche**, speaks of Nietzsche as though he were too great a thinker to be handcuffed by "mere" systems. If this were the case, we should never have to worry about understanding Nietzsche, because Nietzsche would be, in this view, a philosophical writer and critic, and not a philosopher. Nietzsche, I believe, wanted to have things both ways — he wanted to give us both keen observations **and** a systematic philosophy.

Nietzsche's system is something we have to scotch-tape together ourselves. His failure to do the job himself has had at least one important consequence — no one is ever quite sure what he really did mean, and consequently everyone has been more concerned with deciphering his meaning than with passing judgment on it. (Nietzsche himself, his egotism not withstanding, would have found this situation something less than desirable.)

A second consequence of Nietzsche's failure to systematize is that he was never pressed to argue his positions. Except in his unpublished notes, where has Nietzsche ever sat down and argued a position?

This lack of argumentation is very suggestive. I cannot help but suspect that argument is omitted because it would not have been successful, and further, that Nietzsche failed to systematize because he knew that his philosophy did not really hang together.

For example, Nietzsche attacks metaphysics, attacks Kant, attacks any distinction between "phenomenon" and "things-in-themselves," and then turns around and tells us that everything is "really" Will to Power.

He presents a philosophy but does not wish us to be disciples. And most importantly, he everywhere espouses determinism, but is at bottom . . . a moralist! That is why his notion of the Eternal Recurrence and his moral critiques are entirely contradictory. (What is the sense of telling somebody to do something, e.g., to make your own morality or to become Overman, when everything that is going to happen **must** happen?) "Will to Power", "Eternal Recurrence," and "Overman" just cannot be harmonized.

This does not mean that we should not bother about Nietzsche, but instead that we cannot understand him the way we understand other philosophers. That is, we cannot do what he could not — we cannot make him a systematic thinker. But he remains a thinker, perhaps not a truly top-notch thinker, but one worth listening to. At the very least, we must avoid **misunderstanding** him since his work can often be twisted to support some very dangerous ideas.

**Nietzsche: A Collection of Critical Essays** is the newest addition in a fine series called "Modern Studies in Philosophy." The book is built around seven essays by American scholars written especially for this edition, and is fleshed out with excerpts from the works of great Nietzsche critics, including Kaufmann, Heidegger, and Jaspers. The volume is polished off with essays by literary giants: Bernard Shaw, Thomas Mann, and Hermann Hesse.

Ironically enough, the most prestigious critics come off badly here because their "essays" are really extractions from large works, usually a whole chapter or a substantial part of one. Yet those seriously interested in Nietzche will want to read the studies by Kaufmann, Danto, and Jaspers anyway.

The man who is really missed here is R. J. Hollingdale, sometime colleague of Kaufmann and author of an excellent study of Nietzsche's philosophy and some of the best translations of his works.

The essays that are included are all quite good (and in frequent disagreement), with the exception of Heidegger's hollow essay "Nietzsche as Metaphysician." (Heidegger is, as always, infinitely tiresome with his rhetoric of the choice between Being and beings, his misguided definitions of **meta**-physics, ,and his general posture as the wise sage in contact with the transcendental.)

We could learn some things about the state of today's Nietzsche scholarship from this book. First of all, it is undeniably in much better shape than it was four decades ago.

Secondly, it is enormously fascinated by Nietzsche's unpublished notes collected in the **Will to Power**. Some of the contributers build the essentials of their arguments on these notes, and seem to believe that Nietzsche had just not gotten around to publishing them — instead of wondering why he did not, in fact, publish them, and why he did, in fact, throw many of them away. (A pile of these notes was fished out of a wastecan.)

Finally, we are far from having settled the interpretive problems posed by Nietzsche's philosophy — mostly, as I said before, because it cannot be done.

Of course, Nietzsche needs readers more than philologists. To this end we need fresh, accurate translations of all his pre-**Zarathustra** writings (except **The Birth of Tragedy**)). The bibliography of the new Anchor collection says that Kaufmann is busy translating **The Gay Science**, which is certainly good news.

It remains to be said that **Nietzsche: A Collection of Critical Essays** is superbly edited, with an introduction, a bibliography of Nietzsche's works and studies of his philosophy, a chronology of his life, short biographies of the contributers, and an excellent essay by the editor.

# The Women's Movement: toward an acceptance of humanity

The problem in writing the introduction to a column such as this is the care with which one must avoid making any sweeping statements about the purpose of the column.

The situation is this: the column exists; it is at the disposal of the members of the Women's Action Coalition. That's it. Nothing more specific may be stated.

It may well become a tool of dissension, or a stage for the exhibition of personal creative expression. A statistics source, or an anecdote corner, or a collective effort. Or it may be all of these. There are no guides and no set purposes. It is the individuals who will decide.

**By LISA DEMAURO**

The thing which most irks me in my discussions and friendly arguments about "the women's movement," is the habit of generalization. The belief, it would seem, is that there is one voice, one philosophy, and one acceptable life style which has been agreed upon and has come to be representative of all women in "the movement".

This is ridiculous, although I think I understand the inclination toward such a conclusion. We are (if I may be permitted a generalization, even as I condemn them) living in a world of analysts. We have been subjected to endless movements, trends and social upheavals, and we couldn't possibly be expected to learn the specifics of each situation and continue to update our opinions as new bits of data pour in.

So instead we classify and categorize them into more general terms and these we can comfortably stash away for further reflection at a later date. This procedure, though tempting, is not good in any case, and is, I think, particularly inappropriate in dealing with the women's movement.

**Anti-classification**

It is, to my way of thinking, a movement which works against classification. It is one which has examined social conditions and has stumbled upon many unhappy housewives, beautiful women with superior intelligence, "normal" women with physical strength, emotional stamina and aggressive personalities, normal women who don't want children, or don't like wolf whistles, or don't fear body hair.

It has found many women who do not quite fit the mold and it has said that rather than reject the women, perhaps we should destroy the mold. (I have said that many women did not quite fit in, but even if it had been a small number, even if it had been only one who was uncomfortable in the role, then that was reason enough to change it.)

It is a movement toward the acceptance of our humanity — toward a more tolerant vision of all people. It is composed of those who have come to recognize that living itself can be a trying experience, and that no one — no woman, no man — needs the added burden of an unsympathetic society.

It is a movement which wishes to redefine the terms which have been hurled like weapons against any individual who dares stray from the accepted route.

It says that if you are a woman and you build houses, then building houses is a feminine pastime — by definition. If you are a man, and you're a nurse (not a **male** nurse — as if nursing were an intrinsically female pursuit), then nursing is a masculine profession — by definition.

It is a movement which refuses to classify people by gender, as if there were nothing more important in determining the sensitivity, the emotional temperament, and the beautifully varying facets of the individual personality, than the presence of one kind of sexual organ over another.

**Danger of Alienation**

One of the biggest problems which arises out of this movement toward a new tolerance, is the danger of alienating those for whom the present norm represents a viable life style.

It is important that the movement include the contented housewives, the mothers who choose full-time child-raising over an outside career, and all the women whose lives are both fulfilling and non-controversial in the public opinion.

For it is certainly not a group against motherhood or secretarial careers. It simply wishes to provide women (and men, incidentally) with a choice of behavior patterns. Once that choice has been made, it wishes to lend support to the individual in maintaining that behavior pattern. It must also sustain enough flexibility to enable the individual to admit failure when necessary, and start again.

The women's movement does not want to box people in. It is a movement toward tolerance, and ideally it will move toward the elimination of racism and sexism within its adherents, until finally it has become a movement of humankind.

With such goals, it defies generalization, for it wishes to promote individualism. It does not speak for the masses, but rather labors to give the masses the right to speak for themselves, in a social context without ridicule and public sensure.

# drama: past, present, and future

**By GILBERT HUGHES**

"I will build your artificial grottoes at my own expense, and I will buy you clocks made of silk and human flesh..."

Before plunging into the what's-coming-up, and thereby closeting last year's plays, a bit of tidying up and some credit where due.

It is too late for the quasi-literate reviewers to write up Professor Teush's production of **Volpone**, which ran for four days before almost insultingly small audiences (a by-product of inept scheduling), who seemed to enjoy it immensely.

Indeed, it was probably the best production of a very undistinguished and almost dismal season. The season was so poor, in fact, that far from "Pap's" theory that **Campus** critics should hunker and swivel, they ran in terror from the Spring Term productions (not without due cause), so most went without critique.

Rally to the cause, readers!—submit your judgement, and join in semi-critical biting of the old back.

Apart from **Volpone**, **Marigolds**, and **Endgame**, the best "drama" here last year was the published debate over the success or failure of the MCAB production of **The Bacchae**, which, if nothing else, was a grand exercise in high comedy.

I invite fledgling critics to join our forces. (Yet another comment on **The Bacchaie**: "The sacristan he said no word to indicate a doubt; but he put his thumb unto his nose, and spread his fingers out..."—quoted from Ingoldsby).

So much for the past. The presfnt began just over a week ago, with the production of Beckett's **Act Without Words**, and Shepard's **Chicago**.

First, I must express my trepidation at going to any production mounted in four days.. However, the Beckett piece was, if a bit repetitious and simple, well done. It was acted by Professor Volkert, with a suprisingly smooth technical back-up.

And the Shepard play (or was it farce?) set a level of success which will hopefully be the norm this year.

Especially good were Patrick Regan, who was the lead in **Volpone** last year, and Lloyd Davis revelling onstage, as the proto-typical speed-eater.

Somehow director Rathman managed traffic on stage, and the supporting cast (Amy Gootenberg, Nancy Burns, David Kester, and Eve Ensler as Joy) brought an immense amount to their parts.

Am interesting note is that department productions take months to accomplish what these groups did in a few days. If nothing else, hopefully they inspired freshmen (et al.) to rally to the cause of the drama department. Bravo.

**Upcoming plays**

**The Fantastics** will be produced during parent's weekend in Hepburn Zoo. It is a musical revue already in rehearsal, directed by Craig Simmons. **The Physicists** will be the departmental production in Wright Theater, directed by Erie Volkert. **Waiting for Godot**, directed by Rathman/Teush, will be the last production of fall term in Wright Theater. Also, the Bread and Puppet theater will be here before you read this, but too late for me to review them...

That's about all that's definately scheduled, for fall term at least. There will be details on future terms in future isssues. For interested students who undoubted ly feel left out, the TheaterWorkshop will do some work in Jarry. We need help with any production any interested student would like to do. We have a lot of actors, and need more, but we especially want directors, and **playwrights**. Leave your name with Mary Sawyer, Gifford 215, or drop a note to box 2224.

Notice how the tone of the article changed from acerbic to pleading. If you want to review or coddlingly help me correct my style, drop a note to Gilbert Hughes, c/o **the Campus**, box 2394.

# erotica or pornography

**By Marcy Larmon**

**e rot i ca** (i-rot-i-ke) pl.n. Literature or art concerning or intending to arouse sexual desire.
**por nog ra phy** (por-nog ra-fe) n. Written, graphic, or other forms of communication intended to excite lascivious (lustful, lewd, lecherous)feelings.

The first definition mentions literature or art; the second does not. And there is quite a difference between "sexual desire" and "lascivious (lecherous) feelings." Those who attended the Cinema Clubs much publicized Grand Opening last Thursday evening, the "Erotic Film Festival," came to see either one or the other. Unfortunately, everyone was disappointed.

The Cinema Club knows it. Before any more is said about their rather apologetic beginning, it is important to note that these weren't the films they had planned to show originally. Those were unavailable, and, according to Chris Frankel, the first set of replacements were worse in every respect than those the audience saw Thursday night. These were the third choice, and hadn't been reviewed by the club.

If anyone came looking for art they may have seen hints; some of the shorts at the beginning were amusing, such as an animation of two pairs of very expressive eyes and a moon.

One of the shorts, a take-off on a Berman film, just never made it, leaving everyone trying to find the deep meaning behind the ashes—if anyone cared. "Alone," the portrayal of an addict, was obviously supposed to be art; why else was it morethan half snow and icicles?

The main problem was that the moments suggesting art were few and far between, and those who would have appreciated them had meanwhile drifted into a dreamless sleep that was far more exciting.

As for thosewho came just for the pornography, most were fidgeting and longing for their deserted calculus assignments by the third film.

Very probably, too, there were a handful of women in the audience who got awfully tired of watching bobbing female bodies and began to wonder if it really takes two. If you go to an "erotic" film it's doubtful you can expect anything else, but with a male featured equally in only one film (about roadsigns?!), it can be confusing.

All things considered, only one group was left somewhat satisfied. Nature freaks saw some fair shots of crashing surf and melting icicles.

"Forbidden Games," an anti-war film, is next on the Club's agenda. It has been reviewed by the Club and is supposed to be terrific. Considering their past successes they deserve a second chance.

# initial responses

## to the report of the special committee on the college

In response to your invitation to submit a brief statement on the Report of the Special Committee, and given the time strictures imposed, I hasten to assure you that these are truly "initial reactions." Although we have begun to discuss the Report in the Department, I must also note that these comments represent solely my own thoughts and not those of the Department as a whole.

I approach the Committee recommendations with mixed feelings. On the positive side, I welcome the attempt to re-introduce some semblance of "distributional requirements" (since I voted against their elimination some years ago). One of the marks of a liberal arts education (an educational process I think many students still do not understand) is a systematic exposure to a variety of ways of asking significant questions and seeking their answers.

I applaud these new proposals, to the extent that they will encourage the student to explore "different ways of thinking." Whether the recommended groupings of academic disciplines will fully accomplish this goal remains an open question. I would not wish to see anyone graduate from Middlebury College without some exposure to one of the social sciences. I suspect that some of my colleagues in the natural sciences feel the same way about their discipline.

On the negative side, I am concerned about the possibility of a person **avoiding** the rigor of, and commitment to, a traditional major (by choosing a program or a third concentration). It is argued that we need this flexibility for those individuals who don't want to tie themselves down to a major. I sometimes think these are the very people who are most in need of the "major" experience.

You will note that I haven chosen **not** to address myself to your question about how we would handle the speculated-about "...increased number of students who wish to do a concentration in Sociology-Anthropology." Although this may emerge as a practical issue that will have to be faced, some of the implications of this question about potential enrollment offend me.

I would rather approach the Committee proposals in terms of their intellectual viability. It seems to be that our first responsibility, in keeping with the spirit of the Report, is to go about the business of designing the best possible concentration - one that truly involves the student and the teacher in the theories and methods of sociology and anthropology.

A more immediate issue along these lines is how two different disciplines in the same department can develop a meaningful concentration or whether, in fact, two concentrations may be necessary to fulfill the Committee's recommendations. It is questions of this type that will engage our attention in the coming weeks.

**RUDOLF HAERLE**
Chairman, Sociology-Anthropology Dept.

The editors, in inviting these comments, opined that, " (for Concentrations) the Psychology Department may be one of the most popular departments in the Natural and Social Sciences Division." They proceeded to wonder about the staff freeze (proposed elsewhere in the report) and its relation to our ability to handle this unplanned-for popularity.

Really, though, there is a more fundamental question that must be answered first — a question to which I intend to get an answer but for which I have none now. The Committee writes (III, A. P. 4) "A Concentration ... stresses the discipline and method of the subject rather tnan striving for broad coverage." The question is whether they truly mean this and whether they will work to see that these are indeed what Concentrations will truly cover.

If the Committee does mean what they seem to say, the Concentration in Psychology might not be as popular as the editors anticipate. What psychologists most always do is to draw their principles and conclusions from empirical data. They do this by collecting their data under controlled conditions , whether in the laboratory or not, often using animals when they can't use humans, often subjecting their subjects to surgical procedures if they are interested in brain-behavior relationships, and almost always subjecting their data to statistical analysis to tease the truth out of them.

Obviously, then, if the Committee's statement is taken at face value the nature of the Psychology Concentration is thereby structured and the number of Concentrators is likely thereby reduced. Of course if the Committee doesn't mean its stricture against "striving for broad coverage" or indeed will expect just that of some departments, then the Psychology Concentration may indeed take a different form and raise new problems.

But as I implied above, until principles are given operational definition it is sometimes quite impossible to predict future data sets from them. So what we need are just those operational definitions. I am not sure that these have been made clear yet.

**ALBERT EWELL**
Chairman, Psychology Dept.

The Committee on the College Report inspired many misunderstandings and conflicts within my present educational perspective. As a woman student and a feminist, I am extremely worried about the ramifications and future directions of the college if this program is instituted.

Firstly, I question what purpose or worth, the Affirmative Action Program (that of hiring minority groups such as women and blacks) will have during the two-year "faculty freeze." For if a permanent and immobile staff is developed, even for two years, how does the college intend to hire or keep more women professors?

At this point, there are only two tenured women on the faculty and one or two associate professors. Last year, the Administration appeared to be all in favor of Affirmative Action; why have they gone in such seemingly reactionary directions?

Secondly, the very concept of structured, required concentrations could easily prohibit the evolution of needed political education programs. I am hoping that the designated provisions for individual faculty members are directed in contemporary ways. And I hope that feminist and black studies will arise from liberties provided to individual professors. Thus, an understanding of contemporary thought, problems, and emotions surely will be gained from a faculty that is aware and interested themselves.

The program in many ways bewilders me. Has the Special Committee dressed up 1940 in modern prose, or have they just not clearly investigated the potential destructive ramifications of old structure and coersion in a new age?

**EVE ENSLER, '75**
Steering Committee, Women's Action Coalition

**Note**: It should be made clear that these views are my own, that they are not - at least yet - the views of the Political Science Department, and that they have not yet been expressed in this form to members of the department. We have begun to talk about these things but have reached no common conclusions.

In its letter, the **Campus** wished particularly to know how the department would handle the probably increased number of students who would study political science if the Committee's plan were implemented.

That is a very important practical question, but surely not to be compared in importance with the question, is the plan a sound one. May I then be excused from attempting to answer the practical question so that I can try to make one or two points about what I believe is more important, namely the ends and means of the new curriculum?

On page 3 of its Report, the Special Committee states that one of the responsibilities of a liberal arts college is to "nurture basic self-questioning as to what constitutes responsible citizenship." I would suppose that consideration of what constitutes responsible citizenship is one of the tasks of political science, particularly though not exclusively of that branch of political science called political philosophy.

But political science has been placed in the science group of the new curriculum. And part of the notion of the sciences given us by the Committee - so far as I am able to understand that notion from the very brief, very general characterization the Committee provides - is that studies in the sciences will stress a certain way of thought in order to deepen familiarity with that way of thought.

I submit that the character of responsible citizenship will then be excluded from the concentration in political science in two ways: first of all, responsible citizenship is a topic or a problem, not a way of thought. To the extent, then, that responsible citizenship would come up at all in a curriculum the heart of which is the study of method, it would occur as an example, a kind of mental bone to chew on in order to sharpen intellectual teeth, not as a topic about which it is important to be materially informed.

True enough: this methodological program would allow responsible citizenship to come up, and the source of its occurrence would be someone's interest in it, but the naive view that it is responsible citizenship itself that we care about in collegiate studies would be dispelled, for it would be made plain that the question, **what is** responsible citizenship, is less important than the question, how shall we think about responsible citizenship, or, for that matter, irresponsible citizenship.

Any freshman could quickly conclude on his own that the rationality of such studies would inhere not in the content of the conclusions reached but in the formal features of the studies of the subject. The student would rightly be led to suspect that anything could count as the content of responsible citizenship, or at least that there would be no better reason for considering responsible citizenship at all than his contingently conferred interest in it, so long as he did not violate logic while discussing his preferred definition of the thing.

And of course not every way of chewing on the bone of responsible citizenship could be practiced by students of political science, for as we noted before, responsible citizenship is largely a philosophic problem, and philosophy is a humanity, and humanities are to be practiced in the humanities group, with the consequence that one of the great topics of political science, what is a good citizen, could no longer be our business, except in the major, which is particularly for those students going on to graduate school, a tiny fraction of our graduates.

I hasten to add that while I have every confidence that our philosophy department could take up and discharge the task of "nurturing the self-questioning as to what constitutes responsible citizenship", we can be only temporarily relieved, for philosophy, too, must present itself as a method, not as material accounts of substances and principles, say those of responsible citizenship.

So consideration of this subject, held to be a "traditional responsibility of the liberal arts college," will occur - if it happens to appear to members of the philosophy department that philosophizing about citizenship sharpens philosophic teeth - in passing, for the aim is acquisition of method, not "coverage of a traditional subject matter."

Along the same lines, the Committee defends "the traditional curriculum of the liberal arts college," one of the reasons for this defence being that "the traditional disciplines have tended to address themselves to fundamental questions about human existence" (page 2 of the Preamble).

Once again: I assume that a fundamental question about human existence is, what is justice. That is a substantive question, not a methodological one, and it is handled primarily not by science, which mostly claims that the question cannot be handled scientifically, that is, in a cognitively respectable fashion, but by philosophy.

If the concentration in political science is defined strictly — and I repeat that it is hard to say at this time how strictly the Committee believes science is to be defined - then the student doing a concentration in political science will **not** address this "fundamental question about human existence."

One final remark. It outweighs the others in importance, for it bears on the large distinction between science and humanities itself. I am not here saying anything about the decision to move history into the humanities or about the decision to put political science in the science group. I am rather wondering about the rationale for the two-fold division into science and humanities.

If I am not mistaken this is a well-known modern distinction, and there surely was an argument why the studies should be divided in this way. We agree that the curriculum must be set up **somehow**. I am only saying that the dichotomy, science - humanities, is problematical and not unarguable. Could we not hope to augment this separation with the possibility of a program which would make the first principles of the studies, and this famous or infamous distinction itself an object of study, one rather widely pursued here? If we are going to do methodology, let us somewhere in the curriculum ask the historical and philosophical questions concerning the very origin of the emphasis on method.

At least in my own discipline, a very old one, methodological questions were not always the first ones: Aristotle's **Politics**, Machiavelli's **Prince**, Locke's **2nd Treatise** are primarily political treatises, only secondarily, if at all, methodological essays.

While there may be very powerful practical reasons for accepting the science-humanities grouping of departments or disciplines, we would, I think, be very parochial if we did not teach about, perhaps even contest, this practical, and modern, division with the aim of ascertaining its grounds and the grounds of alternative articulations of the world of knowledge.

**PAUL NELSON**
Chairman, Political Science Dept.

The Special Committee's proposed curricular division and system of concentrations, based on a distinction between logic and intuition as two radically different cognitive activities, deemphasizes the importance of a thorough grounding in the content of a single subject matter that is the theoretical basis of our current system of academic majors.

Simply, more people will be spending more time considering ways of thinking and relatively less time on the academic history of their disciplines. Therefore, in considering the report, we must question whether more of value is gained in appreciating various modes of thought than is lost from the current system that attempts to shape the student's entire perception of the world through its academic content.

My own feeling, guardedly, is that more will be gained under the new system. Too many of us within the community, students and faculty, too often lapse from a serious examination of the nature of their disciplines and their respective places within the educational process. A structure that encourages this kind of self-questioning may be extremely valuable as long as the ravages inflicted upon content are not too severe.

As characterized by Gary Margolis, the proposed structure encourages "risk taking enterprises" on the part of both students and faculty, and such risks concurrently demand the kind of ongoing evaluation and response that are at the core of the educational process.

It may be replied that responsible students and teachers are simply individually responsible by chance, that a structure of requirements may be inhibiting, and that we may be just as well off in thoroughly acquanting students with the content of one of the academic disciplines that have historically embodied our knowledge of the world.

Perhaps. Yet it seems absurd not to endorse a structure that pretends to explicitly increase our awareness of the educational process we find ourselves engaged in. Neither of the two alternative directions; that is, a defined and required core subject matter, or an entirely unstructured community, seems as rationally consistent with the nature of the educational process as the system under consideration.

Whether the proposed structure will in fact provide a sufficient knowledge of subject matters to succeed in its aim of encouraging serious questioning is certainly suspect and a matter for serious discussion within the community. However, to quote one of the committee's passing observations, "we believe that willingness to challenge peers and receive their criticism is one of the hallmarks of a committed intellectual." The report itself has already sparked some such interactions, and the curricular division proposed holds promise of encouraging more of the same.

**RICK ELDRIDGE, '75**
Student Advisory Council, Philosophy Dept.; Educational Council

In discussing the manpower implications of its report, the Special Committee allows that it is "unable even to make an educated guess about which areas will experience stress with increased enrollment," because of the new suggestions. Perhaps because I am only a temporary Dean of the Faculty and despair of having any education in these matters, I am willing to take such a guess.

It seems obvious that in the long run (and perhaps even in the short run of 1974-1976) the new curricular proposal with dual concentration will bring a stress on the social sciences. While humanities oriented students have frequently taken a number of courses in history and even dabbled around in the more quantitative areas of the social sciences, they have not, it is my intuition, taken as many as five courses in one area of political science, economics, etc., — not to mention the natural sciences.

Since my predictions on student behaviour (see the current enrollment) are notoriously bad, I hesitate to be very firm on this, but it seems quite likely to me that the notion of maintaining existing departments at present size through 1975-76 will require some alteration in the light of the facts. I would not wish to start off now to hire additional sociologists or geographers, but I am preparing myself not to be shocked by the necessity to do so.

The long run manpower implications of the report are much more interesting. If concentrations are taken to be philosophically cohesive, will current staffing be adequate to any new course material or new sequences of courses that must be introduced? It might be splendid to think that courses in the social sciences should end with some general overviews of the history and philosophy of the social sciences. Are current departmental members going to instruct in those courses? Is it realistic to ask for curricular change which has any ideological impact if the faculty situation is essentially static?

**DEAN DENNIS O'BRIEN**
Dean of the College and Acting Dean of the Faculty

Agreeing with the committee that any curriculum is more or less arbitrary, their effort to reconcile structure and flexibility strikes me as truly commendable. I have two serious reservations, however.

It seems to me a misapprehension to group the social sciences with the sciences. I am not one of those who condemns the social sciences out of hand, on the contrary; at the same time, I consider them budding sciences at best. They are at an extremely important and stimulating stage of the intellectual enterprise, but not full- fledged sciences in the sense of capacity to generalize and predict. Any curriculum must be judged unsuccessful, it seems to me, insofar as it fails to delineate at the very least this distinction, especially for American students who by and large are still being reared in a positivist tradition of measurement and quantification.

It would be an even greater failing were a curriculum not to lead students to reflect on what it is they are doing (p.4). I question whether concentrations at the present department level would achieve this goal, however, particularly in the light of comments by many colleagues who apparently have trouble going beyond the view that performance is all (again the positivist tradition) or that we haven't time enough as it is. I see a crucial lack of explicit awareness, in both the present and proposed curricula ( and in my own education), of the conceptual schemas we use constantly such as cause and effect, function, mediation, structure, etc. Stated another way, we need philosophy throughout the program, not just in one department.

The arrival of linguistics ( thanks to the committee and many others) should help us in this direction in the languages. Here the committee's recommendations strike me on the whole as very sound. I feel strongly, as does the committee, that we should use present strength and breadth in the three college language programs to move toward a program whose administration would allow students the most flexible situation possible in which to pursue language as a major subject and/or as a medium through which to expand their intellectual horizons and endeavors. A first step is establishment of a junior year program in France, which we hope to have underway in the very near future.

In all of the above, I respond as an individual member of the faculty.

**EDWARD KNOX**
Chairman, French Dept.

The fact that the Report of the Special Committee on the College recommends that there not be an increase in the size of faculty before 1976 does not bother me because there seems to have been an un-official freeze on faculty hiring for some time now. What does bother me however is that at no point in the report is any reference made to the very obvious fact that there are no black or minority professors on this campus, and there is a disproportionately low number of female professors.

In the first section of the report entitled "The Students" the committee states that "the population of minority students has reached a level where a vital community within the community is now possible." They further state that they would like "to see that smaller community continue to grow."

In view of this strong expression of enthusiasm for the growth of a minority population at Middlebury, it is curious that the committee could have completely overlooked the fact that the Middlebury faculty is predominately white and male. A committee recommendation that the college actively seek black and other minority professors would not have been contradictory to their recommendation that the staff not be increased because there is a turnover of new faculty every year. The committee could have recommended that a department **actively** seek a minority group professor to replace ones that may resign or be on leave in the future.

As departmental representative to the Student Forum for the American Literature department, I would also like to address myself to the recommendation that the American Literature department be combined with the English department. In order to argue against this recommendation, one does not have to argue the committee's question of "whether all studies of literature in English should...be in one department."

The report states in section III "The Curriculum," under sub-section "B", that "the committee has addressed itself to the question of what there is about Middlebury that may be seen as unique nationally." The answer that they come up with is the foreign language department, but they should have also included the American Literature department. Middlebury is one of very few (and quite possibly is the only) small liberal arts college in this country that have an American Literature department and major.

It would be an unforgivable mistake to bury a department that makes Middlebury stand out from the uniform grey of liberal arts colleges across the land inside a deparment that can be found anywhere.

**MILDRED REESE, '74**
Student Advisory Council, American Lit. Dept.; Chairperson, Black Students Union

We live in a society that seeks (at least in principle) democratic solutions political problems. Such a political system requires familiarity by the the greatest possible number of people with the arts of governing and being governed. It requires that individuals acquire the **habit** of considering and resolving political problems.

The College has the responsibility, then, of ensuring that students are prepared for effective citizenship. Unfortunately, the Special Committee on the College has not addressed itself to this problem. Instead, the Committee has recommended a new type of committee composition that would tend to stifle the political interest and development of Middlebury students.

We compliment the Special Committee on its diligence and on the overall character of its report. We would, however, direct strong criticism towards the section on "Academic Governance." We are opposed to the alterations proposed both in principle and fact. We are sympathetic to the three criticisms leveled by the Committee (see p. 11) and applaud the institution of a unified overseer (the Council on Academic Resources and Curriculum) for the work done in committees.

The handbook states: "The student body should have clearly defined means to participate in the formulation and application of institutional policy affecting academic and student affairs" (p. 47). If one accepts in principle the desirability and necessity of student participation in college governance, the question arises as to the manner of selection of individuals who will represent student interests.

The Student Forum exists apart from the Faculty and Administration, and likewise they from it. It is through Council and Committee work that these diverse viewpoints are brought into close contact. It is a system of crucial links.

The Committee seems to feel that the only way to achieve a homogeneous and efficient working atmosphere, is to have all members of these Committees and Council be appointed, by Old Chapel. We believe Councils and Committees exist in order to have a forum of diverse opinions which when carefully reviewed will result (unlike specific legislation which demands consensus and compromise) in recommendations which may be varied and, if necessary, conflicting.

We see Committee work as best carried out in an atmosphere of conflict and discussion. The recommended method of appointment would be least likely to guarantee this and we cannot accept the principle. No explanation is given for this implied criticism of student selection abilities, and we are frankly baffled.

Apart from the method of appointment, we feel that students should sit on the new Executive Committee, as it rivals the Council in power, deciding on budget and faculty staffing. Currently, no students serve on the Teaching Resources Committee and Budget Operations Committee. These are crucial policy areas and it would be a grave mistake to exclude the student perspective from the deliberations of these committees.

Our specific recommendations are:

1) Four students sit on the Council, and be elected by the Student Forum.

2) Two of these students sit on the Executive Committee.

3) The other two students sit on the Curriculum Committee.

4) The number of students on the Review Committee be increased to three, two from the Council and a senior major elected from the department under review.

5) We urge the Faculty to a) adopt the structural changes proposed, b) to alter the method of selection of faculty from one of appointment to one of election, and c) not to include the Director of the Language Schools **ex officio**.

In fact, if not in name, the old Councils remain, subject to review by a "Super Council." The effort to streamline is laudable, but to lodge so much influence in Old Chapel as is suggested is a blow to open discussion desired by all. We ask that faculty and students defend themselves. Beneficial structural changes should not be allowed to conceal disturbing procedural ones.

Finally, we ask the Special Committee if the doctrine of "responsible choice," so rigorously applied in the new curriculum, should be a part, not only of "schooling," but of "education" also. If so, the section on "Academic Governance" requires a number of changes. This is one area the Special Committee must address itself to.

**DAVID O'CONNOR, '74**
Student Forum, Educational and Resources Councils

**ANDY READING, '74**
Chairperson, Student Forum

# THE FACTS OF LIFE

Four years ago, the Middlebury Student Sex Counseling Service was a women's abortion counseling and referral service, created in response to what had been an incredibly high number of pregnancies on campus over the previous years.

Today, under the new name of the Student Sex Information Service, the group has become a more well-rounded organization, concerned not only with the prevention of unwanted pregnancies on campus, but with the task of broadening students' understanding of human sexuality in general.

In the middle of last year, we reappraised our status as an organization, realizing the potential we failed to achieve. Our ineffectuality stemmed from a rather pretentious function the Service had adopted — that of "sex counseling".

With the arrival of counseling psychologist Gary Margolis at the college last year, we became painfully conscious of our limitations as counselors. At the same time, we became sensitive to a pervading attitude outside the group that the SSCS was an elitist and unapproachable organization.

To deal with these problems, we dropped our guise of being qualified sex counselors and renamed ourselves SSIS. It is a title far more descriptive of our philosophy as a group, motivated by an interest to learn more about our sexuality as humans, and in sharing what we learn about birth control and sex with all those interested.

This year, we hope to realize this philosophy by bringing to the College a much broader series of programs and services than the group has ever undertaken before.

Perhaps the most ambitious of these projects is to establish an accredited, inter-departmental course on human sexuality. The first step in this regard is being undertaken by two members of SSIS, who plan to teach a winter term course exploring sex as a cultural and social phenomenon.

The SSIS will continue to run two columns every week in the **MIDDLEBURY CAMPUS** this year: the one you are now reading — "Facts of Life" — and a second column entitled Human Sexuality" in which Dr. Alan Medoff, Professor of Human Sexuality at Fairleigh Dickinson University, will respond to questions posed by Middlebury students.

And of course, the Service will reinitiate its program of dispensing non-prescription contraceptive devices, including prophylactics, spermicidal foam, and diaphragm cream. We hope the reduced rates at which the supplies are offered, in addition to their round the clock availability, will contribute to student convenience.

We wish to stress that this listing of the year's intended projects does not mean that the SSIS is a closed, inflexible group. In fact, at this point, we are depending on the participation and original thought of other students to help make our organization more effective.

Beginning this Monday, co-ed teams from the SSIS will give a number of informative presentations in all freshman dorms. The purpose of the talks will be to acquaint new students with available birth control material as well as to discuss factual information about various forms of contraception.

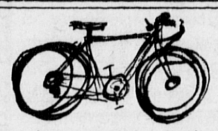
Shortly thereafter, the SSIS will publish a 15-20 page pamphlet containing extensive information on local birth control related facilities, as well as a number of human interest articles. The pamphlet will begin with a listing of the gynecological services offered by all area doctors, the campus infirmary, and the Middlebury chapter of Planned Parenthood.

In addition, we tentatively plan to include interviews with the College Psychologist, Gary Margolis, and College Physician, Dr. George Parton, a description of the first gynecological exam, an analysis of the status of the abortion issue in Vermont, and a rundown of the services offered and activities planned by the SSIS over the coming year.

During the weekend of November 1 the service will bring the second annual Conference on Human Sexuality to the Middlebury campus. four-day mixture of formal lectures, seminars, informal meetings and brunches, this year's conference has been designed to expose students to a multitude of psychological topics exploring human sexuality.

An enthusiastic show of interest by members of this year's freshman class to participate in SSIS has provided us with the needed manpower to carry out a number of other projects planned only tentatively at the conclusion of last year.

# Environmental Quality News



By TOM PLUMB

Environmental Quality would like to welcome all of the new freshmen and encourage them to drop by the E.Q. office (in the east side of Milliken's lobby) and take part in its activities. For the new students and those of you who are still asking "What's an E.Q.?" here is a summary of what E.Q. has done, is doing, and plans to do.

One of E.Q.'s major accomplishments was the institution of the dining hall resolution two years ago. Paper cups were replaced by glasses in all of the dining units. The Crest Room was not converted to the use of glasses because it was thought to be too great an "initial investment" for a trial run situation, since several sizes are needed. A milk machine was put into the Crest Room to replace the former individual cartons. These changes and several others have been successful and will most likely remain.

One of E.Q.'s continuing major efforts has been in the area of recycling. For the past few years E.Q. has collected newspapers, magazines, notebook and typing paper, paper bags, Foley's bags, and cardboard. The papers are collected every other week from each dorm and E.Q. needs people to bundle the papers and help collect them. If you're interested let us know.

Middlebury Union High School will continue to do us a favor by including our papers in their recycling program. E.Q. has in turn financed the construction of a building to store the papers in until the High School collects enough to make a trip to the junk dealer in Burlington.

With the institution of the new bottle bill this year, a 5¢ deposit has been put on all soft drink and beer containers. As a result E.Q. is looking into the possibility of setting up a collection and redemption center on campus to facilitate the return of these containers. We hope to make a decision on this in the near future.

E.Q.'s electricity campaign has been a success so far. A sample report from last year showed that monthly power consumption on campus was 27% less than the same period the year before. This year we hope to go from dorm to dorm looking at the lighting and heating situations in each, and suggest ways that they can be changed to conserve energy. Students will be needed for this project as well.

Bikes have always been a major concern of E.Q. A survey that was taken a year ago showed that a large majority of the college was in favor of shelters for the bikes, using existing space in the dorms where available. Some action was taken on this but it received the lowest priority and it remains on the bottom of the list. Hopefully, they will finally become a reality this year.

Sixteen bikes that were turned over to E.Q. to be repaired and painted were going to be left around campus and be available to everybody to ride to class, into town, or into the country for an afternoon ride, but the trial run was not too successful. Therefore the bikes were turned over to the Big Brother/Little Brother, Big Sister/Little Sister Program.

Some other committees that also welcome newcomers are: the Community Relations Committee, which sends representatives to community environmental group meetings; the Activities Committee, which dreams up new ideas for projects and coordinates what the other committees are doing; the Publicity Committee, which does all the publicity for upcoming events and would like the help of artistic types; and the Environmental Christmas Committee, which will try to insure that the college observes an environmental Christmas (i.e. the purchase of live Christmas trees, to be planted in the following spring. The two small trees between Gifford and Mead Chapel are last year's Christmas trees.)

Another committee that will need a lot of help is the Consumer Survey Committee, which will update the former survey that listed environmentally sound products and which stores in town carry.

We are also planning two more Blackout Dances with a soul, steel band from New York City. We will need help setting them up during the preceding two weeks.

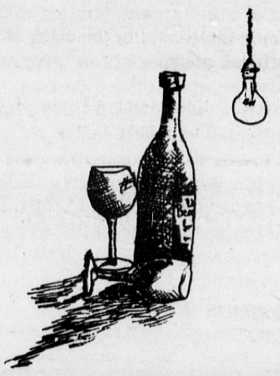
E.Q. is proud of its past achievements and has received recognition for them in a cover story in the September 2, 1972 issue of **Environmental Action**, a national magazine. We have just received the manuscript for a new book entitled **Man and His Environment: Citizen Action** by Odom Fanning which will be published in the fall of 1974. Four pages of this manuscript were about Environmental Quality. We hope that you will take part in our organization so that it will continue to be a model for other groups around the country.

Our film program this year will begin September 29 with "Take the Money and Run" starring Woody Allen, Janet Margollen, Marcel Hillaire, and Jacqueline Hyde. It will be shown at 7, 9, and 11 in Dana Auditorium and the admission charge will be announced later.

It will be a benefit for the Bristol Buyer's Club, a cooperative grocery store owned and operated by the low income residents of Addison County. Members can buy everything wholesale; it is not a profit-based organization, so that all intake goes back into the store to increase inventory, pay bills, etc.

The club is experiencing a crisis, in that it needs to expand its base and reach more people, and United Fund has refused support. Therefore E.Q. is showing this film for its benefit. Please come!

E.Q. has already had its first speaker, Sam Love, whose speech is discussed elsewhere in this paper. We hope to have Marion Edey from the League of Conservation Voters in Washington, D.C. come October 5 to speak on the process and effectiveness of environmental lobbying.



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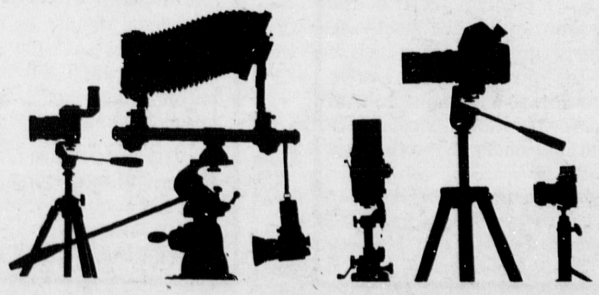

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# overcrowding...

continued from p. 1

Students have until July 15 to reclaim their $200 deposit for a place at the college, but fewer than expected reclaimed the money, "and people kept notifying us that they wanted to come back after a leave of absence."

This occurred after Wonnacott and O'Brien had indicated to the Admissions Office that they should admit 550 freshmen and some 13 or 14 transfers, which they did. "Actually," Dean Wonnacott said, "we try to admit about 1840 students for the fall, to make up for those who drop out in the course of the year. We try to make it balance at 1800 for the year." (The enrollment for last year was 1837.)

The situation became so acute by midsummer, she continued, that 10 or 15 students who had been granted leaves of absence for fall term but who decided during the summer to return to Middlebury instead, were turned down.

"And unless the situation improves drastically," she said, "we won't be admitting any transfers during the year."

The problem, it seems, is not limited to Middlebury. "It's all the New England schools, and all along the East Coast. Cornell is 500 over, and the University of New Hampshire has over a thousand extra students."

Opinions vary as to the causes of this phenomenon. Some speculate that students who had dropped out once the draft ended are now returning. Others cite the poor economic situation which makes good jobs difficult to find, and travel in Europe expensive due to the declining value of the dollar.

Contributing to this is a general desire to get out of the cities to quieter and more pleasant locales. This last, in particular, has made Middlebury one of the most difficult schools to get into in the country.

Inevitably, members of the college community feel the crunch. Lines are longer and familiar faces less frequent. A senior veteran of the SDU dishroom was recently heard to mutter as he fed the machine, "I can't ever remember being this busy in here before."

And as one college employee observed, "Hell, I can remember a time when I first came here — ten, twelve years ago — they were saying 1200 would be the most they'd ever have here."

A number of students are living in Jewett House, the old DTO fraternity across from Zeta Psi, and in the Deanery next to Doria's Market. Nine students are living in Professor Dry's old house on Adirondack View, three of them in the living room. Most dormitory lounges are being used as rooms, depriving students of places to study.

Dean Wonnacott speculates that the College will build a small new dorm "in the next two or three years", because "we really haven't got enough room even for 1800 students."

The recent Report of the Special Committee on the College observes that there are presently 1634 beds on campus, which would seem to indicate a need for more on-campus housing, unless off-campus permission is more freely granted.

As Dean Wonnacott sees it, though, students are adapting to the overcrowding, even those placed in small or out-of-the-way rooms.

"There have been some complaints from parents who've said, 'Why are we paying so much money for such a lousy room?" though," she reported.

She is, nonetheless, optimistic about the situation and feels it will soon improve. "Some students have already been given better rooms, and we've promised the others that they will be moved by January."

And what if overcrowding continues as a problem and students aren't given better rooms? "Well, if for some reason we can't keep our promises, I'm sure we'll be hearing some complaints," she observed. "And with good reason."

# Art Gallery: etchings by peter milton

The Middlebury College Johnson Gallery will open its fall schedule of exhibitions with a collection of etchings by Peter Milton. The show, which will run from September 18 to October 21, is open to the public.

Mr. Milton, considered a unique and key figure in the graphic art of our time, is deeply concerned with illusion in his work. His plates are technically and visually awesome in their complex spatial imagery.

The exhibition at Middlebury will include a selection of prints covering a span of his work from 1963 to the present. His prints can be found in numerous public and private collections both in the United States and abroad.

His prints have won numerous awards and have been included in more than 125 national and international group exhibitions since 1963. He has held one-man shows at the Baltimore Museum of Art. the Alpha Gallery in Boston, the Philadelphia Print Club, the DeCordova Museum and the Corcoran Gallery of Art in Washington D.C.

Mr. Milton received his master's degree in Fine Arts at Yale University. He has taught at The Maryland Institute of Art and the Yale Summer School of Art and was visiting artist at Dartmouth in 1971.

# Denney Made Print Manager

Raymond C. Denney, of Vergennes, Vt., has been named Print Manager at Middlebury College effective September 10.

Mr. Denney, who brings to Middlebury 15 years of experience in the printing field, will advise and assist all departments at the College in fulfilling their printing needs. He will also prepare many projects formerly done in the College Print Shop and review all printing projects.

In 1970, Mr. Denney became general manager of the Enterprise Press in Vergennes, Vt., a post he has held until the present.

# Teacher Education

The Teacher Education Program reminds interested students of the Internship requirement to be fulfilled prior to practice teaching. Students wishing to fulfill this requirement during either Winter or Spring term should submit their applications to the Teacher Education Office (Munroe 120) before October 29.

Application forms can be obtained from the same office any time. Students intending to do an Internship for Winter Term credit need not make separate application to both Teacher Education and Old Chapel; the one application to Teacher Education is sufficient for both.

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# FOOTBALL: Cards Reshuffled

Carrying forward from last year's undefeated season, gridiron enthusiasm is running high at Middlebury, and of course, all the chips are riding on another spotless record. But the cards have been reshuffled, and the Panthers have certainly come up with a different looking hand.

Two conspicuously absent aces are graduated Little All-American Phil Pope, and the winning streak's mastermind, Coach Anderson who has since taken a position at Brown University. Those two inevitable losses hurt, but the unexpected decisions of veteran quaterback Doug Cramphin and fullback Frank Cooper to sit out their senior season are the real stingers. Last year, Cramphin handled most of the quaterbacking duties, and Cooper was always there as reliable as a bulldozer.

The remains of the backfield consist of quaterback Peter Mackey, and running backs Jim Williams, Charlie O'Sullivan, and Tom O'Connor. That is a powerful handful of talent, but it is unfortunately only a handful. The lack of depth could severely hamper the Panthers. The key will lie in how first year Head Coach Mickey Heinecken uses this manpower.

Coach Heinecken does not yet feel that the team has developed the cohesiveness and precision necessary for a good club, but that the skill does exist. The opening game at Porter field against Colby on Saturday should provide an interesting redefinition of '72's 8-0 team.

# WRMC WAVES

**UPI Audio**

WRMC has now joined the United Press International Audio Network, which provides daily feeds of special correspondents' reports from around the world. These reports will be used in our five-minute hourly newscasts, and in the half-hour Evening News, weeknights at 7:00.

We will continue our broadcasts of selected special lectures given on campus, and periodically throughout the semester we will re-broadcast important lectures from past years. The "Thursday Series" concerts will again be aired on Monday nights, and "Jazz Revisited" can still be heard on Sunday evenings.

The UPI audio service also will enable us to carry live broadcasts of major sports events, such as the World Series, and of major news events, such as the Senate Watergate Hearings. WRMC is tentatively planning to broadcast parts of these Hearings, but an exact schedule has not yet been drawn up.

**Special Programs**

This fall WRMC will again broadcast many of the popular "Special Programs" offered last spring. These include weekly language shows in Spanish, French, German, and the addition of a Russian language broadcast.

Two of last semester's special programs will reappear this year with some revisions. Tuesday evenings we will present an hour-long show, "Focus on Women," produced by various Middlebury women's groups.

"Old Chapel Perspectives" will return as a bi-weekly edition of "Staff Reports". This segment will alternate with a news/features program, "The World", based on the format of the popular "60 Minutes."

In addition, several new programs will be forthcoming this fall. William F. Buckley Jr.'s "Firing Line" can be heard each Thursday evening.

"Washington Window," a news-interview program produced by United Press International, will follow "Jazz Revisited" on Sunday evenings and will precede "The Course of Our Time," a series of lectures on the political philosophies of our century and the events that shaped them, delivered by historian Dr. Abram L. Sacher, Chancellor and former President of Brandeis University.

**Sunday, September 23:**

4:00-4:30 **Staff Reports**: "The World"
9:30-10:00 **Jazz Revisited**: "Alto Saxophonists" — A survey of alto sax recordings, including the work of Johnny Hodges, Jimmy Dorsey, and others.
10:00-10:30 **Washington Window**
10:30-11:00 **The Course of Our Times**: "The Eclipse of the Old World" — A look at Europe at the End of the 19th Century.

**Monday, September 24:**
7:30-8:00 **The Spanish Show**
8:00-9:00 **The Thursday Series**: Pianist Kathi Kurtzman presents a recital of works by Bach, Mozart, and Prokofieff.

**Tuesday, September 25**
7:30-8:00 **The German Show**
8:00-9:00 **Focus on Women**: "Black Women's World"

**Wednesday, September 26:**
7:30-8:00 **The Russian Show**
8:00-9:00 **Campus Lecture Broadcast**: Dr. Benjamin Simon, Boston psychiatrist, "The Interrupted Journey — Two Lost Hours Aboard a Flying Saucer."

**Thursday, September 27:**
7:30-8:00 **The French Show**
8:00-9:00 **Firing Line**, with William F. Buckley, Jr.


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# Lawson Hesitant but Soccer Season Appears Promising

Wangling a pre-season or even pre-game prediction from Coach Tom Lawson has always been a tough job. Usually ranging from non-commital to litotic concerning his soccer team's prospects, the Midd mentor has become even more guarded as Saturday's opener at Springfield College approaches. His straight forward strategy is all there in the drilled emphasis on fundamentals and passing skills, but his wry reluctance to speculate in terms of scores somehow leaves the feeling that maybe he doubts that God is really on Middlebury's side.

Or then again, maybe the wariness grows from the pressure following last year's undefeated season, or from the graduation of three key players, or perhaps from a Springfield squad and a fall schedule that are tougher than ever. But after an effortless win in a Johnson State scrimmage, the Panther soccer team could really be a godsend. And Lawson's hesitancy in proclaiming his squad's potential comes not of doubts, but of a suspicion that even a whisper of the exciting truth might unravel the heavenly possibility of a Midd powerhouse easily dominating New England soccer.

Most teams would mourn the loss of three players as outstanding as John Carter, John Evans, and Brendan Buckley, but Midd's returning coterie of twelve lettermen have rebuilt the team to the strongest unit ever. On the defensive side, it will be Dave Pentkowski and Kevin Hundley providing a thorny barrier to goal-aimed feet. Dave's ability to read the incoming offensive and send the ball back out into a conterattack, rather than merely booting it out of trouble, is especially impressive. Sophomore Dave Kynoski will be in the goal.

Offensively, Kevin Candon and Brian Lewis carry the scoring threat, supported by Peter Colton, Tom Stillman, Eric Shapiro, Andy and Charlie Jackson, and John "Muddy" Waters. Lawson does not feel that the team has yet reached a "fine playing edge" but has confidence in his depth of talent and offensive-defensive balance. It may be early to be seeding for the post-season tournaments, but the Panther booters appear to be capable of carrying another undefeated season and this time adding a trophy.


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# breadloaf...

continued from p.1

littering, and personal appearance. Also mentioned were students' lack of intellectual commitment, apathy, and uniformity of background.

**Student-Faculty Relationships**

There was felt to be a poor sense of community on the part of both students and faculty, an issue that was not resolved. It was suggested that the faculty try to renew ties with the student body outside of classes. It was further noted that student-faculty friendships are often not any more scarce than friendships between faculty members themselves.

Because of time considerations, there was no discussion of the fourth question concerning the least attractive features of the faculty/administration/staff. This writer was allowed to read the questionnaires and feels that some of the comments should honestly be aired. Members of the Student Forum wrote that some faculty/administration/staff mistrust and tend not to respect students, are afraid of innovation, are self-righteous, conservative and homogeneous in background.

Complaints came from faculty and administration members regarding the faculty's lack of intellectual interchange, lack of community feeling, and reluctance to voice unpopular opinions. Some felt that the administration was too egocentric and aloof, and one respondent called for more dignity in addressing persons of authority.

**A Sense of Community**

President Armstrong led the discussion during the next scheduled segment of the retreat. He wished to explore further the breakdown of the College community.

He stated that there is a need for some regular means by which the groups making up College can come together to express a sense of community.

When questioned about the efficacy of the student voice in governing the community, the President stated that he has learned more from students in the past ten years than from any other part of the institution.

He went on to say that the problem lies in deciding what groups in the community have the most competency in particular areas. He feels that these groups should have a more heavily weighted influence in the determination of questions in their areas of competency. He mentioned the example of the Educational Council, where perhaps a student's voice should not be weighted as heavily as a senior professor's.

The President earnestly hopes for a community that works well within itself, able to draw on its talents and strengths. He recalled that when he was a teacher, he had the feeling that students and faculty are bound together in a learning community, and subordinate themselves to the whole.

**The Special Committee**

After lunch, the retreat turned to a consideration of the Special Committee on the College Report. The four faculty members of the Special Committee were present for the discussion.

First it was learned that the curriculum section of the Report will be offered to the faculty for ratification in November.

Forum member Rick Eldridge asked the Special Committee members about the stress that a concentration would put on methodology, as opposed to the content of a particular discipline.

A concentration, as specified in the Report, will be made up of 5 to 7 courses in one department. Students would be required to complete at least two concentrations.

Concentrations are conceived of as trying to acquaint students primarily with the mode of thought of a discipline. The number of required courses within a discipline is about half that required by present majors, and so will involve much less scope.

Rick Eldridge's questioning of the value of stressing methodology over content was said to be "profound" but was left largely unanswered.

On the subject of the two-year faculty freeze specified in the Report, a difference of opinion developed between Professor Robert Hill and President Armstrong.

In response to other questions concerning the proposed structure for academic governance, Professor Peterson said that the new procedures suggested in the Report were meant to streamline the committee structure of the college, making it simpler and more expedient.

The retreat concluded when Dean O'Brien's domestic responsibilities required that he return home and bake bread.

# faculty convenes...

continued from p. 1

of that. That is why I asked the question."

No plans are currently afoot to add a student to the Committee, as the Report is in final form and the only function of the Special Committee now will be to channel recommendations made by other individuals or groups.

Lastly, Professor Gleason (Chemistry) rose to enquire about Old Chapel's intended use of the $375,000 he calculated had been paid by the some 136 "over-admitted" students. President Armstrong, admitting embarassment, responded that nothing had been decided, as the present situation had been unforeseen. He tried to avoid the necessity of pinpointing the money's utilization by saying that the distribution of funds is rarely precisely traceable.


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